

# Indiana Career Pathway Program of Study Development Framework

*(Under Development – For Review and Discussion)*

4/22/2015

STEPS to Develop	Tasks within
1. Identify sector/industry needs	<ul style="list-style-type: none"> <li>➤ Conduct labor market analysis at the regional level using the statewide approach</li> <li>➤ For each career pathways, identify realistic demand levels, so prospective participants can make informed choices about the likelihood of finding employment in the pathway</li> <li>➤ Identify pathway employment opportunities on a local, regional and statewide basis, so prospects understand the likelihood of commuting or needing to re-locate</li> <li>➤ Determine high-demand and/or growing sector occupations that can incorporate career opportunities along a career ladder that lead to high wage opportunities</li> </ul>
2. Build strong cross-sector partnerships	<ul style="list-style-type: none"> <li>➤ Develop regional cross-sector Pathway Partnership Leadership Teams to address a wide range of pathway programs of study in a coordinated fashion, including K-12 partners, postsecondary, employer organizations, and workforce systems.</li> <li>➤ For individual programs of study, engage a team of industry and cross-agency partners at state and local levels</li> <li>➤ Establish shared goals and vision among partners, as well as specific needs of each partner that must be addressed to sustain collaboration</li> <li>➤ Define roles and responsibilities of partners, including the role of employers directly in programs and in offering work-based learning opportunities.</li> <li>➤ Determine skills needed for positions across occupations in a career ladder</li> <li>➤ Identify opportunities to provide mentorships at the various program levels along the career pathway</li> </ul>
3. Education and Training a. Evaluate existing programs and determine adjustments or supports required	<ul style="list-style-type: none"> <li>➤ Determine if programming currently exists that is well-aligned to workforce needs</li> <li>➤ Identify and incorporate best practices from state and national programs that have already established a similar career pathway program</li> <li>➤ Ensure education, training, and support services lead to increased skills, competencies and credentials that are informed by industry/employers.</li> <li>➤ If current programs exists, determine additional supports that could be provided to ensure program completion.</li> <li>➤ Determine if existing programming can be tailored to different audiences (i.e.: K-12 programming that can be tailored for adult education students)</li> </ul>
b. Design new programs if necessary	<ul style="list-style-type: none"> <li>➤ Employers and educators work collaboratively to determine a skills map and identify courses appropriate at each educational attainment level across the career ladder</li> <li>➤ Ensure programming allows for multiple program entry points for pathway participants. Develop a way to measure competencies/skills at each entry point.</li> <li>➤ Ensure programming allows for multiple program exit points, showing a progression of careers and allowing for a way to assess skills at each exit point.</li> <li>➤ Include bridge programs and support services for seamless movement from entry point to exit point to re-entry to exit across various occupations leading to need.</li> <li>➤ Ensure transformation of teaching and learning by creating meaningful learning experiences that enable student/adult learners to apply program content to real-world challenges through work-and-learn opportunities and innovative curriculum.</li> <li>➤ Establish a uniform career exploration and counseling system (K-12 and for postsecondary and adult learners) that provides ongoing support throughout the pathway and includes up-to-date programming and career information</li> </ul>

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c. Ensure alignment of policies and programs	<ul style="list-style-type: none"> <li>➤ Identify state and local policies that may prohibit education and training design</li> <li>➤ Pursue policy reforms as needed</li> <li>➤ Reform program or procedures appropriately if policy reforms do not take place</li> </ul>
d. Identify potential funding needs	<ul style="list-style-type: none"> <li>➤ Identify the estimated costs associated with program development, operations and sustainability</li> <li>➤ Determine funding resources at the local, state and federal levels that could be used for development, operation and sustainability of programming</li> <li>➤ Secure additional funding as necessary from public/private organizations</li> </ul>
<b>4. Define outcomes and monitor program impact</b>	<ul style="list-style-type: none"> <li>➤ Define expected outcomes (skill acquisition, credentials, certifications, degrees) for programming at various levels</li> <li>➤ Determine a way to measure program outcomes, including the development of transferable employability skills.</li> <li>➤ Establish a data tracking system to be used across all program levels</li> </ul>
<b>5. Revise programs as necessary</b>	<ul style="list-style-type: none"> <li>➤ Analyze data and assess programming in regard to identified outcomes</li> <li>➤ Analyze data to assess impact in regard to current industry and workforce needs</li> <li>➤ Revisit education and training design according to outcomes and or changing industry needs presented in annual data</li> </ul>